

## **PART I: ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

*In the June 2002 submission, write a statement indicating that the State has adopted the five goals, the corresponding indicators and has agreed to submit targets and baseline data related to the goals and indicators identified in the application. States may submit additional state goals and indicators that the state has identified as overall goals for improving student achievement.*

The State of New Jersey, New Jersey Department of Education (NJDE), adopts the five federally-mandated performance goals and corresponding performance indicators listed below. Additionally, the NJDE agrees to submit targets and baseline data related to these goals and indicators, as required. The assessment results of Spring 2002 will be used as baseline data for setting annual objectives and indicators for adequate yearly progress (AYP). Furthermore, New Jersey agrees to submit targets and baseline data for indicators related to AYP in May 2003.

### **ESEA Goals and Indicators**

1. **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - 1.1. Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
  - 1.2. Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
  - 1.3. Performance indicator: The percentage of Title I schools that make adequate yearly progress.
2. **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - 2.1. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. **Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
  - 3.1. Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

- 3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34).)
- 3.3. Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
- 4. **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
  - 4.1. Performance indicator: The number of persistently dangerous schools, as defined by the State.
- 5. **Performance Goal 5:** All students will graduate from high school.
  - 5.1. Performance indicator: The percentage of students who graduate from high school each year with a regular diploma--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
  - 5.2. Performance indicator: The percentage of students who drop out of school--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.